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ABSTRACT

The project's primary purpose was to train vocational administrators in developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs. Administrators would then be able to function as change agents in diffusing strategies and techniques throughout the U.S. The specific objectives were to (1) identify cost-effectiveness strategies and techniques for the improvement of vocational programs, (2) conduct a national workshop, (3) encourage participant-initiated statewide workshops as follow-up activities, and (4) develop a handbook for further training activities. To achieve the project objectives, two advisory committees were organized to provide advice and assistance in planning and implementing the project. Eleven states over the nation were selected, and three team members were invited from each of the selected states for the national workshop. The national workshop was designed to enable the participants to work on developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs. Following the national workshop, participating states conducted statewide workshops with technical assistance provided by the project staff. Products of the project included a workshop report which provides follow-up activities and a handbook which includes six papers presented at the national workshop. (The project evaluation form is appended.) (Author/LRA)

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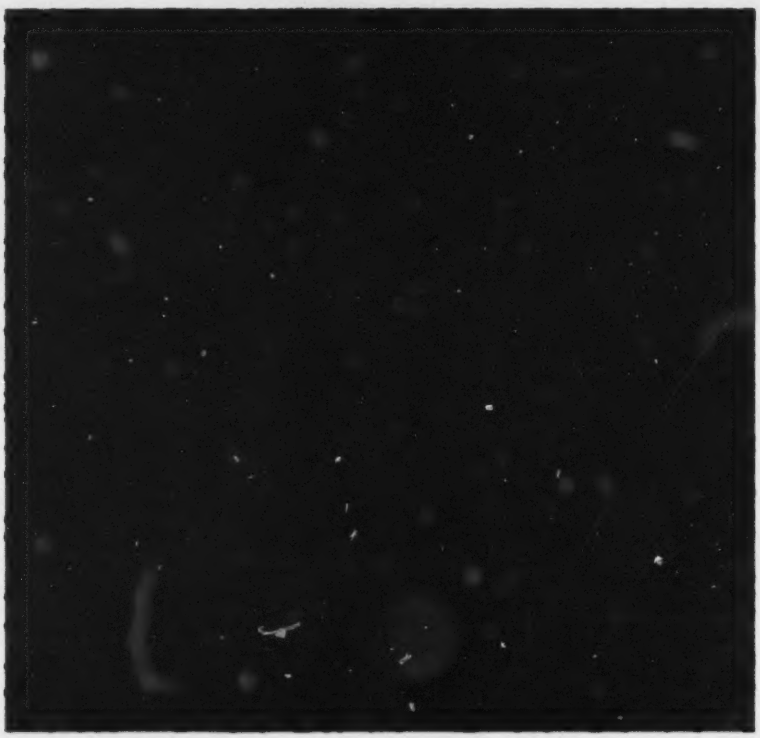
FINAL REPORT

NATIONAL PRIORITY TRAINING PROGRAM #1: DEVELOPMENTAL STRATEGIES AND ANALYTICAL TECHNIQUES FOR IMPROVING THE COST-EFFECTIVENESS OF VOCATIONAL PROGRAMS



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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Bureau of Occupational and Adult Education, U.S. Office of Education
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COST-EFFECTIVENESS STUDY PROJECTS

IN

VOCATIONAL EDUCATION

Project Director: Jin Eun Kim

1. *Development of A Cost-Effectiveness Analysis Model and Administrator's Manual for Secondary Vocational Programs: July 1, 1975 -- June 30, 1976.*

2. *Development of A Cost-Effectiveness/Benefit Analysis Model and User's Manual for Postsecondary Vocational Programs: July 1, 1976 -- October 31, 1977.*

3. *Diffusion of the Cost-Effectiveness Analysis System for Improving Secondary Vocational Program Management: January 1, 1977 -- March 31, 1978.*

4. *National Priority Training Program #1: Developmental Strategies and Analytical Techniques for Improving the Cost-Effectiveness of Vocational Programs: July 1, 1977 -- December 31, 1978.*

REPORTS FROM COST-EFFECTIVENESS STUDY PROJECTS

Kim, J.E. & Harris, R.C. *A cost-effectiveness analysis model for secondary vocational programs: Technical report.* Bloomington, IN: Indiana University, 1976. (ERIC Document Reproduction Service No. ED 130 081, CE 008 487)

Kim, J.E., Harris, R.C., & Ruby, D.D. *Cost-effectiveness analysis of secondary vocational programs: Administrator's manual.* Bloomington, IN: Indiana University, 1976. (ERIC Document Reproduction Service No. ED 130 082, CE 008 488)

Harris, R.C. & Kim, J.E. *Cost-effectiveness materials for locally conducted secondary school vocational education program investigations: Final report.* Bloomington, IN: Indiana University, 1976. (ERIC Document Reproduction Service No. ED 130 083, CE 008 489)

Kim, J.E. *A cost-effectiveness/benefit analysis model for postsecondary vocational programs: Technical report.* Bloomington, IN: Indiana University, 1977. (ERIC Document Reproduction Service No. ED 151 560)

Kim, J.E. *Cost-effectiveness/benefit analysis of postsecondary vocational programs: Administrator's manual.* Bloomington, IN: Indiana University, 1977. (ERIC Document Reproduction Service No. ED 151 559)

Kim, J.E. *Development of a cost-effectiveness/benefit analysis model and user's manual for postsecondary vocational programs: Final report.* Bloomington, IN: Indiana University, 1977.

Kim, J.E. *Diffusion of the cost-effectiveness analysis system for improving secondary vocational program management: A conceptual framework and a statewide conference.* Bloomington, IN: Indiana University, 1978.

Kim, J.E. *Developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs: Handbook.* Bloomington, IN: Indiana University, 1978.

Kim, J.E. *National workshop and states' follow-up activities for improving cost-effectiveness of vocational programs: Workshop report.* Bloomington, IN: Indiana University, 1978.

Kim, J.E. *National priority training program #1: Developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs: Final report.* Bloomington, IN: Indiana University, 1978.

Project Information

TITLE: NATIONAL PRIORITY TRAINING PROGRAM #1: DEVELOPMENTAL STRATEGIES AND ANALYTICAL TECHNIQUES FOR IMPROVING THE COST-EFFECTIVENESS OF VOCATIONAL PROGRAMS

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The project reported in this publication was conducted under government sponsorship, and its author was encouraged to express freely his judgments in professional and technical matters. Points of view in the report do not necessarily represent policies of the funding agency.

Abstract

Purpose. The primary purpose of the project was to train vocational administrators in developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs, so that they may function as change agents in diffusing the strategies and techniques throughout the nation. The specific objectives were to: (1) identify cost-effectiveness strategies and techniques for the improvement of vocational programs, (2) conduct a national workshop, (3) encourage participant-initiated statewide workshops as follow-up activities, and (4) develop a handbook for further training activities.

Procedures. To achieve the objectives of the project, two advisory committees were organized to provide advice and assistance in planning and implementing the project. An application package was mailed to the state directors. Eleven states over the nation were selected, and three team members were invited from each of the selected states for the national workshop. An agenda for the workshop programs was designed, and a notebook including copies of papers and materials for small group meetings was prepared for the participants. Six papers were presented, and six small group meetings were held at the national workshop. After the national workshop, participating states conducted their statewide workshops with technical assistance provided by the project staff.

Products. The two major reports are the workshop report and handbook as companions to this final report. The workshop report presented the national workshop and the participating states' follow-up activities. The handbook includes six papers presented at the national workshop and the process and results of six small group meetings.

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NATIONAL PRIORITY TRAINING PROGRAM #1: DEVELOPMENTAL STRATEGIES AND ANALYTICAL TECHNIQUES FOR IMPROVING THE COST-EFFECTIVENESS OF VOCATIONAL PROGRAMS

This paper presents a brief final report of a national priority training program #1, entitled DEVELOPMENTAL STRATEGIES AND ANALYTICAL TECHNIQUES FOR IMPROVING THE COST-EFFECTIVENESS OF VOCATIONAL PROGRAMS. The project was conducted with a grant from the Bureau of Occupational and Adult Education, U.S. Office of Education, under the authority of the EPDA, Part F, Section 553.

This report summarizes: (1) statement of the problem, (2) priority area, (3) background information, (4) objectives of the project, (5) strategies and procedures, (6) national workshop, (7) states' follow-up, (8) products from the project, (9) evaluation of the project, (10) dissemination of products, and (11) conclusions and recommendations. More detailed information can be found in the workshop report and the handbook, which were published separately.

Statement of the Problem

The primary purpose of the project is to train vocational administrators, selected from the participating states, in developmental strategies and evaluation techniques for improving cost-effectiveness of vocational programs, so that they may function as change agents in diffusing the strategies and techniques throughout the nation. To achieve these training goals, the project aims to: (1) identify cost-effectiveness strategies and

techniques for the improvement of vocational programs, (2) conduct a national workshop for intensive training in the use of the cost-effectiveness strategies and techniques, and (3) encourage a participant-initiated statewide workshop in each of the participating states to disseminate strategies and techniques for vocational programs. The outputs of previously developed cost-effectiveness model and diffusion project conducted by the project director constitute the foundation of this training project.

Vocational education has moved into an era of rapid growth; the increasing demand and support require improved cost-effectiveness in the operation of vocational programs. Cost-effectiveness strategies and techniques will enable vocational administrators to allocate a given amount of resources to the most worthy of vocational programs and provide the public and policy-makers with appropriate information and justification for supporting vocational education programs. The Education Amendments of 1976 (P.O. 94-482) call for state and local planning and accountability for vocational programs. The amendments are explicit that vocational administrators be accountable for the impact of the input resources on the program outputs. To achieve these goals, vocational administrators must be provided with developmental strategies and analytical techniques which they can use to develop and measure program effectiveness and cost efficiency for vocational programs.

Priority Area

Improving cost-effectiveness of vocational programs is one of the 18 national priority training programs for the 1977-78 fiscal year, as determined under the authority of EPDA, Part F, Section 553 (P.C. 90-35).

The project is directed to vocational administrators who are accountable for improving the cost-effectiveness of vocational programs; it provides them with developmental strategies for goal-setting and resource allocation and with useful techniques for cost-effectiveness measures.

Background Information

The cost-effectiveness concept is defined for training purposes as: (1) a developmental strategy, and (2) an analytical technique. The training program involves the diffusion of strategies and techniques for improving cost-effectiveness of vocational programs.

Cost-Effectiveness Strategy. As a developmental strategy, the cost-effectiveness concept enables vocational administrators to reduce the costs of delivering quality programs and increase their effectiveness. From a strictly economic viewpoint, efficiency may be considered as a decrease in program costs. It is, however, important to recognize that economic efficiency in education does not mean operating on a least-cost basis so much as achieving a given objective with less cost or maximizing objectives at a given cost (Kaufman, 1968, p. 6).

Levin (1975) puts emphasis on cost-effectiveness as "a strategy or a combination of strategies that maximize the results for any particular resource or budget constraint" (p. 89). When allocating a given amount of resources among numerous competing needs, the cost-effectiveness strategy will increase economic efficiency by distributing the resources to the most effective programs, whose goal attainment is higher than the others.

From the development perspective, the project attempts to explore and synthesize available strategies which increase both cost efficiency and program effectiveness.

Cost-Effectiveness Analysis. A cost-effectiveness analysis is viewed as "a method for the evaluation of vocational education" (Kaufman, 1968, p. 10). Within the program budgeting context, Knezevich (1973), defines cost-effectiveness as a "systematic examination of an alternative in terms of its advantages as measured by a fixed level and quality of an outcome, and disadvantages, as measured by the economic cost" (p. 326). Thus, cost-effectiveness can be conceptualized as an analytical technique for evaluating outputs of vocational programs in relation to their specified objectives and against the costs of those programs.

The project director and his associates conducted a research project which adapted the cost-effectiveness techniques to the evaluation of secondary vocational programs. The project created a conceptual model, mathematical formulas for computing cost-effectiveness measures, data collection forms, and step-by-step procedures for using the model. These products have been published in a technical report (Kim & Harris, 1976) and an administrator's manual (Kim, Harris, & Ruby, 1976). The research effort extends to the development of a cost-effectiveness/benefit analysis model and an administrator's manual for postsecondary vocational programs (Kim, 1977). These products enable vocational administrators to set realistic program objectives, to identify program outcomes, to determine program costs, and, thus, to generate three kinds of cost-effectiveness measures: program effectiveness, cost efficiency, and cost-effectiveness and management performance ratios.

The products are available for the participants to use in the training process. In particular, the three kinds of cost-effectiveness measures and analytical procedures are useful in analyzing the cost-effectiveness of their vocational programs.

Diffusion of Cost-Effectiveness Strategies and Techniques. According to the Guba-Clark model for educational change, the development of an operating system needs to include diffusion activities which lead to adoption of the system. The diffusion activities include: (1) dissemination, that is, informing or creating widespread awareness of the invention, and (2) demonstration, that is, presenting the invention in an operational mode to enhance its image (Guba, 1965).

Rogers and Shoemaker (1971) conceptualize an innovation-decision process which consists of four functions or stages: (1) knowledge, (2) persuasion, (3) decision, and (4) confirmation (p. 103). For the diffusion of educational innovation, Bhola (1977) emphasizes the training of diffusers and change-makers (p. 18). As a training program which performs a diffusion function, the project makes the participants aware of cost-effectiveness strategies and techniques and trains them to become change-agents for spreading the strategies and techniques throughout the nation.

To diffuse the previously developed secondary vocational cost-effectiveness system, the project director developed a diffusion model and conducted a statewide dissemination conference (Kim, 1978). The results from the statewide conference constitutes the foundation of the national workshop.

Objectives of Project

The objectives of the project are specified as follows:

1. To explore developmental strategies and analytical techniques for improving the cost-effectiveness of vocational programs.

2. To conduct a national workshop to increase the participants' awareness of the cost-effectiveness strategies and techniques.

3. To encourage the participants to initiate statewide workshops for their own state and local vocational administrators.

4. To generate conclusions and recommendations for further training activities and evaluate the project in terms of the training process and outcomes.

The project is designed to train leading vocational administrators in order to improve the cost-effectiveness of vocational programs. Through the national intensive training workshop, the participants are expected to:

1. Increase their understanding of the cost-effectiveness concept as a developmental strategy and an analytical technique for the improvement of vocational programs.

2. Develop a set of vocational program objectives with specified target goals in measurable terms.

3. Identify program output indicators relating to the specified program objectives.

4. Determine the direct and indirect program costs per student enrolled in vocational programs, per student contact hour, and per completion or graduate.

5. Compute cost-effectiveness measures of the vocational program.

6. Initiate a statewide follow-up activity for improving the cost-effectiveness of vocational programs.

7. Function as a change-agent by diffusing new ideas and techniques of cost-effectiveness in vocational education.

Strategies and Procedures

This project began July 1, 1977 and ended December 31, 1978. The following strategies and procedures were used to achieve the objectives of the project.

Participation in the National Project Directors' Workshop. The project directors attended the workshop for OE-VEPD 553 National Project Directors which was held at the Ramada Inn in Irving, Texas on July 21-22, 1977. At the meeting, an abstract of each project was developed, and dates for planning committee meetings and workshop schedules were arranged among the 18 projects under the coordination of Ms. Muriel Shay Tapman.

Organization of Advisory Committees. The Planning and Evaluation Committee was organized to include ten state and local vocational administrators representing each of the USOE regions. Their advice and suggestions were solicited in developing the selection criteria as well as in planning and implementing the training activities. They also evaluated the documents developed for the workshop and appraised the effectiveness of the project. The Executive Committee, consisting of three state vocational administrators, one local vocational director, and one university professor, reviewed the application forms submitted by state directors and selected the participating states. The committee members also provided advice and assistance in developing the workshop agenda and implementing the workshop.

Development of Application Package. An application package was developed which included announcement letters, selection criteria statements, requirements, and application forms. Three criteria for selecting states and some additional considerations were enumerated to help each state director select three state team members. Those states which were interested in participating in the national workshop were required to submit an application form which included the names of the three recommended team members. An affirmation of the state director's commitment to conduct a follow-up workshop, a tentative plan for the statewide follow-up activity,

and a summary of the exemplary practice to be presented at the national workshop were also required.

Selection of the Participating States and Team Members. The application package was mailed to the fifty state and five territorial directors for vocational education. A total of seventeen applications were received, and the project staff and the Executive Committee members reviewed the applications and selected ten states and one U.S. territory. They were: California, Florida, Kansas, Maine, Michigan, New Jersey, New Mexico, Oklahoma, Puerto Rico, West Virginia, and Wisconsin. Three team members, upon the recommendation of the state director, were invited from each selected state. The state of New York participated in the workshop at its own expense.

Preparation of the Materials. An agenda for the workshop programs and schedule were designed, and a notebook including copies of papers, materials for small group meetings, and other related information was prepared for the participants. Prior to the workshop, some cost-effectiveness reports were mailed to the eligible participants for their review.

Conduction of the National Workshop. The four-day workshop was conducted at the Hyatt Regency Hotel in Indianapolis, Indiana on March 6-9, 1978. A total of forty people, including five group leaders, participated in the workshop. The participants consisted of nineteen state personnel, fifteen local vocational directors, five university professors, and one graduate student.

Follow-Up Activities. After the national workshop, the participating states were required to conduct state workshops or an alternative follow-up activity with technical assistance from the national project staff.

Production of Reports. The project was finalized to produce a workshop report, a handbook, and a final report.

The activities for the project were implemented as follows:

1. Plan the project implementation: July, 1977
2. Attend the national project directors' workshop: July 21-22, 1977
3. Develop criteria for selecting states and participants: August-September, 1977
4. Planning Committee meeting (1): September 14-15, 1977
5. Prepare application package: September-October, 1977
6. Select the participating states and participants: December, 1977
7. Develop the materials: November, 1977 - February, 1978
8. Conduct the national workshop: March 6-9, 1978
9. Planning Committee meeting (2): May 26, 1978
10. Provide technical assistance for states' follow-up activities: April-December, 1978
11. Prepare final reports: June-December, 1978

National Workshop

The national workshop was designed to enable the participants to work on two main themes: (1) developmental strategies, and (2) analytical techniques for improving cost-effectiveness of vocational programs. Three strategy papers concentrated on three topics: (1) improving program effectiveness, (2) increasing cost efficiency, and (3) improving cost-effectiveness of vocational programs. Each of the strategy presentations was followed by a nominal group meeting for program exploration in the developmental strategy. Three technique papers focused on three topics: (1) determining program objectives and outputs, (2) analyzing program costs, and (3) computing cost-effectiveness measures of vocational programs. Following each technique

presentation, a small group workshop session allowed the participants to practice the technique using the simulation data forms.

Five experts and practitioners in vocational education were invited as paper presenters, and five people who had participated in the Indiana statewide cost-effectiveness conference were invited to serve as small group leaders. The thirty-five participants were divided into five small groups. The same group members worked together at all the group sessions under the guidance of a group leader.

At the opening session, the team leaders of the participating states each presented his state's exemplary practice in conjunction with the workshop topics, and a banquet program was held in the evening. At the final session, the participants evaluated the workshop in terms of the workshop planning and operation and their understanding and perception of the developmental strategies and analytical techniques. Their responses in the structured and open question survey were strongly positive toward the workshop process and outcomes.

States' Follow-Up Activities

After the national workshop, eight of the eleven participating states conducted a statewide workshop or alternate follow-up activity for statewide dissemination of the cost-effectiveness strategies and techniques as delivered at the national workshop. The project staff provided paper presentations and assistance for small group meetings at their workshops. Some states held two-day meetings, and other states had one-day meetings, or multiple conferences with different groups. One state developed a vocational program operations analysis manual by combining the cost-effectiveness measures with their own statewide information system.

Through the states' follow-up activities, the Indiana Cost-Effectiveness Analysis Model and other relevant materials were demonstrated to approximately three hundred vocational administrators at the state, regional, and local levels. The three remaining states will conduct follow-up activities in the near future.

Products from the Project

More detailed information regarding the national workshop and the participating states' presentations of exemplary practices and follow-up activities are described in the workshop report: National Workshop and States' Follow-Up Activities for Improving the Cost-Effectiveness of Vocational Programs. The report summarizes the papers presented at the national workshop, the small group activities, and the workshop evaluation. It also summarizes the participating states' exemplary practices and reports their follow-up activities.

As the result of the project, a handbook entitled Developmental Strategies and Analytical Techniques for Improving the Cost-Effectiveness of Vocational Programs has been developed to provide vocational educators and administrators with possible ideas and useful techniques for improving vocational programs. The handbook contains the three strategy papers and the three technique papers which were presented at the national workshop as well as the process and results of the nominal group meetings and small group workshop activities.

Evaluation of the Project

In addition to the participants' evaluation of the national workshop process and outcomes, the Planning and Evaluation Committee members evaluated the planning, implementation, and products of the project. At the Committee's

evaluation meeting, the project staff reported the progress of the project, including the results of the participants' responses to the national workshop. A copy of the notebook and other relevant materials were provided for their review. Seven out of the ten members responded to a project evaluation form (see Appendix A). Their responses on the five-point scale are summarized in Table 1.

The Planning and Evaluation Committee members' responses were highly positive toward: (1) planning and evaluation activities, (2) national training workshop, (3) follow-up activities, and (4) finalization of the project. In addition to the current effort, however, they indicated some "unfinished tasks" which are necessary for promoting the adoption of cost-effectiveness techniques. One of the members recommended that the cost-effectiveness formulas be demonstrated in a simple manner which shows how the cost-effectiveness analysis model can generate meaningful measures from the existing data system. Another member considered the project as a phase I which so far has been successful, and insisted the project staff conduct a phase II for research and experiments with standard measures to be entered into the cost-effectiveness formulas, so that results of cost-effectiveness calculations may be placed on a comparable basis.

Dissemination of the Products

In an effort to disseminate the products, the project director organized a symposium entitled The Application of Cost-Effectiveness/Benefit Analysis in Vocational Education, which was presented at the 1978 American Vocational Association Convention in Dallas, Texas on December 2-6, 1978. Three strategy paper presenters, who were invited to the national workshop, participated in the symposium. Throughout the symposium, the cost-

TABLE 1

EVALUATION OF THE PROJECT BY THE PLANNING AND EVALUATION COMMITTEE

Item	Degree of Achievement (%) Low 1	2	3	4	High 5	Average Weight of Point
Planning and Evaluation Activities:						
1. Planning for project implementation	--	--	--	42.9	57.1	4.6
2. Process for selecting participant states and personnel. . .	--	--	--	57.1	42.9	4.4
3. Communication with planning committee members.	--	--	28.6	28.6	42.8	4.1
4. Preparation of materials for planning committee members . .	--	--	--	14.3	85.7	4.9
5. Organization of planning committee meetings	--	--	14.2	42.9	42.9	4.3
6. Follow-up on planning committee's suggestion	--	--	--	42.9	57.1	4.6
National Workshop:						
1. Opportunity for workshop participants to explore developmental strategies and evaluation techniques. . .	--	14.2	--	42.9	42.9	4.1
2. Usefulness of materials developed for the National Workshop.	14.2	--	--	28.6	57.2	4.1
3. Organization and operation of the workshop.	--	16.7	--	50.0	33.3	4.0
4. Implementation of the National Workshop.	--	--	14.2	71.6	14.2	4.0
5. Achievement of the training goals	--	16.7	--	83.3	--	3.5

TABLE 1, continued

Item	Degree of Achievement (%) Low 1	2	3	4	High 5	Average Weight of Point
Follow-Up Activities:						
1. Encouragement of participants to initiate state workshops . .	--	--	--	42.9	57.1	4.6
2. Provision of technical assistance for selected states' follow-up activities.	--	--	--	42.9	57.1	4.6
3. Dissemination of new strategies and techniques . . .	--	--	14.2	71.6	14.2	4.0
Finalization of the Project:						
1. Contribution to improving cost-effectiveness of vocational programs	--	--	14.2	57.2	28.6	4.7
2. Progress toward production of final reports.	--	--	28.6	28.6	42.8	4.1
3. Progress toward project finalization.	--	--	14.2	28.6	57.2	4.4

effectiveness/benefit analysis model and its application were discussed and demonstrated to the more than one hundred attending.

About five hundred copies of each product will be printed within the budget limitation. A number of copies of each product will be delivered to the funding agency, and each product will be distributed to the state directors and the participants in the national workshop. Three copies of each product will be submitted to the ERIC system at the National Center for Research in Vocational Education. The remaining copies will be disseminated to vocational educators and administrators who are interested in the cost-effectiveness study of vocational programs. Summary papers will be submitted to professional journals such as Vocational Education Research Journal and Vocational Education Journal.

Conclusions and Recommendations

This project purports to train vocational administrators in developmental strategies and analytical techniques for improving cost-effectiveness of vocational programs. The objectives of the project were to conduct a national workshop for the selected vocational administrators, and to encourage the participants to initiate their own statewide workshop as a follow-up activity to the national workshop. With regard to these activities, the following conclusions are drawn:

1. Through the national workshop, some developmental strategies have been explored in improving program effectiveness, increasing cost efficiency, and improving cost-effectiveness of vocational programs.

2. The nominal group technique was applied to identify priority problems in the developmental strategies. The most important problems were found to be conceptual and technical problems and shortage of reliable data.

3. The Indiana Cost-Effectiveness Analysis Model and relevant documents were delivered as exemplary techniques to the participants. Through the small group workshops, the participants practiced determination of program objectives and target goals, analysis of program costs, and computation of cost-effectiveness measures.

4. The presentation of the exemplary practices by the participating states was helpful in sharing some information or ideas on their relevant practice with other states' participants.

5. The participants evaluated the process and outcomes of the national workshop. A majority of the participants were highly satisfied with the planning and implementation of the workshop. They felt they had improved their understanding of the developmental strategies and techniques and perceived them to be compatible with existing management skills and implementable in a step-by-step process.

6. Through the state follow-up activities, approximately three hundred vocational administrators were exposed to the cost-effectiveness concepts and techniques. Many participants were interested in knowing the emerging concepts and techniques for improving cost-effectiveness of vocational programs.

7. The Planning and Evaluation Committee evaluated the project. Their responses were strongly positive toward: (1) planning and evaluation activities, (2) national workshop, (3) follow-up activities, and (4) finalization of the project.

This training project was issued as one of the eighteen nationally significant programs. The federal government deserves thanks for its initial effort in improving the cost-effectiveness of vocational programs, but additional efforts are required for promoting the adoption of the cost-effectiveness strategies and techniques. The following recommendations are made for future projects:

1. The initial effort should be extended to specifying developmental strategies and their implementation. Additional supports are needed to improve cooperative efforts between professional researchers and practitioners.

2. The priority problems in developmental strategies which were identified at the national workshop should be considered as research grant programs. The research to solve the problems will speed the implementation of the developmental strategies for improving the cost-effectiveness of vocational programs.

3. To facilitate the application of the cost-effectiveness techniques, further consideration should be given to developing a package containing practical examples and detailed guidelines for cost-effectiveness analysis of vocational programs. A feasibility study is also needed to determine cost-effectiveness measures and their utilization in evaluating and planning vocational programs.

4. The opportunity for the training workshop should be expanded to states which were involved in the initial workshop. Repeated workshops will increase the utility of the cost-effectiveness strategies and techniques in improving vocational programs.

5. Continuous technical assistance and financial support should be available for states that attempt to improve the cost-effectiveness of their vocational programs. Further consideration should be given to establishing a network among the pilot states which are adopting the cost-effectiveness techniques as a management system.

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APPENDIX A:

PROJECT EVALUATION FORM

APPENDIX A

A
NATIONAL PRIORITY TRAINING WORKSHOP
ON
DEVELOPMENTAL STRATEGIES AND ANALYTICAL TECHNIQUES
FOR
IMPROVING THE COST-EFFECTIVENESS
OF
VOCATIONAL PROGRAMS

PROJECT EVALUATION

by

Planning Committee Members

Fireside Inn, Bloomington, Indiana

May 26, 1978

COST-EFFECTIVENESS STUDIES IN VOCATIONAL EDUCATION

SCHOOL OF EDUCATION, INDIANA UNIVERSITY

BLOOMINGTON, INDIANA

APPENDIX A, continued

Please circle the number in the righthand low-high scale which best indicates the degree to which you agree with the following selected aspects of the project.

	AGREEMENT				
Planning and Evaluation Activities:	Low				High
1. Planning for project implementation . . .	1	2	3	4	5
2. Process for selecting participant states and personnel.	1	2	3	4	5
3. Communication with planning committee members	1	2	3	4	5
4. Preparation of materials for planning committee members.	1	2	3	4	5
5. Organization of planning committee meetings	1	2	3	4	5
6. Follow-up on planning committee's suggestion.	1	2	3	4	5
National Workshop:					
1. Opportunity for workshop participants to explore developmental strategies and evaluation techniques	1	2	3	4	5
2. Usefulness of materials developed for the National Workshop	1	2	3	4	5
3. Organization and operation of the workshop.	1	2	3	4	5
4. Implementation of the National Workshop	1	2	3	4	5
5. Achievement of the training goals	1	2	3	4	5

APPENDIX A, continued

	AGREEMENT				
Follow-Up Activities:	Low				High
1. Encouragement of participants to initiate state workshops	1	2	3	4	5
2. Provision of technical assistance to selected states' follow-up activities.	1	2	3	4	5
3. Dissemination of new strategies and techniques.	1	2	3	4	5
Finalization of the Project:					
1. Contribution to improving cost-effectiveness of vocational programs. . .	1	2	3	4	5
2. Progress toward production of final reports	1	2	3	4	5
3. Progress toward project finalization.	1	2	3	4	5

Please make comments on the project as a whole and provide us with recommendations or suggestions for future action. If space provided is not adequate, please continue comments on the reverse side.